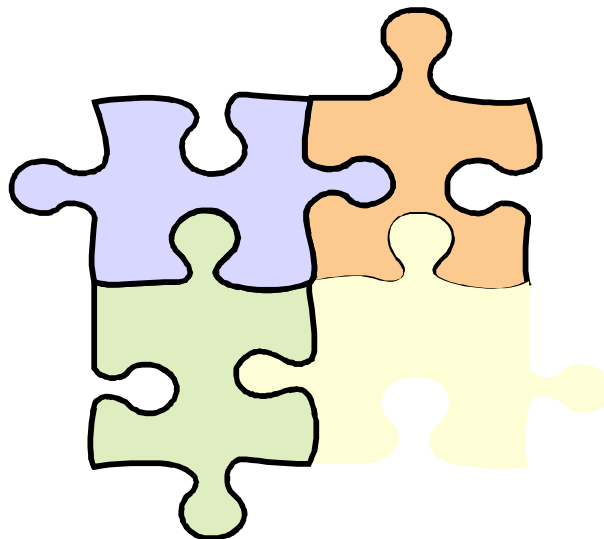


**Field Review of  
Proposed Single Subject Subject-Matter  
Program Standards  
In Art**



**Survey  
January 2004**

## Introduction

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Your response to this survey will inform the California Commission on Teacher Credentialing's field review of proposed new standards of program quality and effectiveness for Single Subject Subject-Matter Programs. These programs for prospective teachers offer one pathway to demonstrate competency in a subject area. In addition to subject matter competency described in these requirements and standards, prospective single subject teachers must also complete an approved program of pedagogical preparation that focuses on the knowledge, skills and abilities associated with a departmentalized teaching assignment. The pedagogical preparation for teachers has a separate set of requirements and standards that are not under review here.

Individuals holding a Single Subject Teaching Credential may teach in a specific subject area in departmentalized classes in grades K-12. Departmentalized classes are those in which a teacher teaches one subject to a class of students and are typically offered in high schools and middle or junior high schools.

It is the responsibility of the Commission to ensure that each prospective teacher experiences a high quality preparation program. The Commission does this by adopting standards of program quality and effectiveness that assure consistency across all approved programs in all subject areas. This set of draft standards for single subject programs is divided into two sections, Standards Common to All and Standards for Programs in Art.

The Draft Standards Common to All address program qualities that are consistent across all subject areas. The proposed standards are:

- Draft Standard 1: Program Philosophy
- Draft Standard 2: Diversity and Equity
- Draft Standard 3: Technology
- Draft Standard 4: Coordination
- Draft Standard 5: Advisement and Support
- Draft Standard 6: Assessment of Subject Matter Competence
- Draft Standard 7: Program Review and Evaluation
- Draft Standard 8: Literacy
- Draft Standard 9: Early Field Experiences
- Draft Standard 10: Varied Teaching Strategies

The Draft Standards for Programs in Art are:

- Draft Standard 11: Artistic Perception
- Draft Standard 12: Creative Expression

Draft Standard 13: Historical and Cultural Contexts of the Visual Arts  
Draft Standard 14: Aesthetic Valuing  
Draft Standard 15: Connections, Relationships and Applications  
Draft Standard 16: History and Theories of Learning in Art  
Draft Standard 17: The Studio and Field Experience  
Draft Standard 18: Core and Breadth  
Draft Standard 19: Studio Concentrations (Depth)

Each standard includes the standard statement and required elements. The required elements provide further description and explanation of the concepts addressed in the standard statement. Program sponsors will be expected to address the standard as a whole and each required element.

### **General Directions**

The survey questions are designed to find out how important you and other educators think the proposed standards and their required elements are in the preparation of effective single subject teachers. Survey results will be used to revise the draft standards and develop a final set of standards for recommendation to the Commission for adoption. Once adopted, each prospective program sponsor in a single subject area will be required to prepare a written response to the new standards.

You will be asked to rate the importance of each program standard statement and each required element in relation to the effective preparation of prospective teachers. You will also be asked whether any program elements are missing and will be provided space to suggest additional elements or topics to be addressed in the standard. However, any added or changed elements must refer directly back to the standard and to the subject matter requirements, which are attached to the survey. Finally you will be asked whether this draft set of program standards considered as a whole address all the subject matter elements necessary for a program to prepare effective teachers of art. Please answer the survey questions based on your own experiences.

## Background Information

<b>1. Are you currently working in a K-12 or an IHE organization?</b> Yes <input type="radio"/> GO to Question 2 No <input type="radio"/> <b>STOP! You do not have to answer any more questions. Please discard this survey.</b>	<b>2. Are you currently, or have you recently (last 3-5 years) been working with the area of art?</b> Yes <input type="radio"/> GO to Question 3 No <input type="radio"/> <b>STOP! You do not have to answer any more questions. Please discard this survey.</b>	<b>3. Are you familiar with the K-12 student academic content standards in art?</b> Yes <input type="radio"/> GO to Question 4 No <input type="radio"/> <b>STOP! You do not have to answer any more questions. Please discard this survey.</b>
<b>4. Name:</b>  	<b>5. Position:</b>  	<b>6: May we contact you for further information?</b> Telephone: (____)-____-_____ Fax: (____)-____-_____ Email: _____

**The ten Standards Common to All are provided here for background information only. They have already been approved and adopted by the Commission for all single subjects. It is not necessary to respond to these standards.**

### Standard 1: Program Philosophy and Purpose

The subject matter preparation program is based on an explicit statement of program philosophy that expresses its purpose, design, and desired outcomes in relation to the Standards of Quality and Effectiveness for Single Subject Teaching Credential Programs. The program provides the coursework and field experiences necessary to teach the specified subject to all of California's diverse public school population. Subject matter preparation in the program for prospective teachers is academically rigorous and intellectually stimulating. The program curriculum reflects and builds on the State-adopted *Academic Content Standards for K-12 Students* and *Curriculum Frameworks for California Public Schools*. The program is designed to establish a strong foundation in and understanding of subject matter knowledge for prospective teachers that provides a basis for continued development during each teacher's professional career. The sponsoring institution assigns high priority to and appropriately supports the program as an essential part of its mission.

#### Required Elements:

- 1.1 The program philosophy, design, and intended outcomes are consistent with the content of the State-adopted Academic Content Standards for K-12 students and Curriculum Frameworks for California public schools.
- 1.2 The statement of program philosophy shows a clear understanding of the preparation that prospective teachers need in order to be effective in delivering academic content to all students in California schools.
- 1.3 The program provides prospective teachers with the opportunity to learn and apply significant ideas, structures, methods and core concepts in the specified subject discipline(s) that underlies the 6-12 curriculum.
- 1.4 The program prepares prospective single-subject teachers to analyze complex discipline-based issues; synthesize information from multiple sources and perspectives; communicate skillfully in oral and written forms; and use appropriate technologies.

- 1.5 Program outcomes are defined clearly and assessments of prospective teachers and program reviews are appropriately aligned.
- 1.6 The institution conducts periodic review of the program philosophy, goals, design, and outcomes consistent with the following: campus program assessment timelines, procedures, and policies; ongoing research and thinking in the discipline; nationally accepted content standards and recommendations; and the changing needs of public schools in California.

#### Standard 2: Diversity and Equity

The subject matter program provides equitable opportunities to learn for all prospective teachers by utilizing instructional, advisement and curricular practices that insure equal access to program academic content and knowledge of career options. Included in the program are the essential understandings, knowledge and appreciation of the perspectives and contributions by and about diverse groups in the discipline.

##### Required Elements:

- 2.1 In accordance with the Education Code Chapter 587, Statutes of 1999, (See Appendix A), human differences and similarities to be examined in the program include, but are not limited to those of sex, race, ethnicity, socio-economic status, religion, sexual orientation, and exceptionality. The program may also include study of other human similarities and differences.
- 2.2 The institution recruits and provides information and advice to men and women prospective teachers from diverse backgrounds on requirements for admission to and completion of subject matter programs.
- 2.3 The curriculum in the Subject Matter Program reflects the perspectives and contributions of diverse groups from a variety of cultures to the disciplines of study.
- 2.4 In the subject matter program, classroom practices and instructional materials are designed to provide equitable access to the academic content of the program to prospective teachers from all backgrounds.
- 2.5 The subject matter program incorporates a wide variety of pedagogical and instructional approaches to academic learning suitable to a diverse population of prospective teachers. Instructional practices and materials used in the program support equitable access for all prospective teachers and take into account current knowledge of cognition and human learning theory.

#### Standard 3: Technology

The study and application of current and emerging technologies, with a focus on those used in K-12 schools, for gathering, analyzing, managing, processing, and presenting information is an integral component of each prospective teacher's program study. Prospective teachers are introduced to legal, ethical, and social issues related to technology. The program prepares prospective teachers to meet the current technology requirements for admission to an approved California professional teacher preparation program.

##### Required Elements:

- 3.1 The institution provides prospective teachers in the subject matter program access to a wide array of current technology resources. The program faculty selects these technologies on the basis of their effective and appropriate uses in the disciplines of the subject matter program.

- 3.2 Prospective teachers demonstrate information processing competency, including but not limited to the use of appropriate technologies and tools for research, problem solving, data acquisition and analysis, communications, and presentation.
- 3.3 In the program, prospective teachers use current and emerging technologies relevant to the disciplines of study to enhance their subject matter knowledge and understanding.

#### Standard 4: Literacy

The program of subject matter preparation for prospective Single Subject teachers develops skills in literacy and academic discourse in the academic disciplines of study. Coursework and field experiences in the program include reflective and analytic instructional activities that specifically address the use of language, content and discourse to extend meaning and knowledge about ideas and experiences in the fields or discipline of the subject matter.

##### Required Elements:

- 4.1 The program develops prospective teachers' abilities to use academic language, content, and disciplinary thinking in purposeful ways to analyze, synthesize and evaluate experiences and enhance understanding in the discipline.
- 4.2 The program prepares prospective teachers to understand and use appropriately academic and technical terminology and the research conventions of the disciplines of the subject matter.
- 4.3 The program provides prospective teachers with opportunities to learn and demonstrate competence in reading, writing, listening, speaking, communicating and reasoning in their fields or discipline of the subject matter.

#### Standard 5: Varied Teaching Strategies

In the program, prospective Single Subject teachers participate in a variety of learning experiences that model effective curriculum practices, instructional strategies and assessments that prospective teachers will be expected to use in their own classrooms.

##### Required Elements:

- 5.1 Program faculty include in their instruction a variety of curriculum design, classroom organizational strategies, activities, materials and field experiences incorporating observing, recording, analyzing and interpreting content as appropriate to the discipline.
- 5.2 Program faculty employ a variety of interactive, engaging teaching styles that develop and reinforce skills and concepts through open-ended activities such as direct instruction, discourse, demonstrations, individual and cooperative learning explorations, peer instruction and student-centered discussion.
- 5.3 Faculty development programs provide tangible support for subject matter faculty to explore and use exemplary and innovative curriculum practices.
- 5.4 Program faculty use varied and innovative teaching strategies, which provide opportunities for prospective teachers to learn how content is conceived and organized for instruction in a way that fosters conceptual understanding as well as procedural knowledge.
- 5.5 Program coursework and fieldwork include the examination and use of various kinds of technology that are appropriate to the subject matter discipline.

#### Standard 6: Early Field Experiences

The program provides prospective Single Subject teachers with planned, structured field experiences in departmentalized classrooms beginning as early as possible in the subject matter program. These classroom experiences are linked to program coursework and give a breadth of experiences across grade levels and with diverse populations. The early field experience program is planned collaboratively by subject matter faculty, teacher education faculty and representatives from school districts. The institution cooperates with school districts in selecting schools and classrooms for introductory classroom experiences. The program includes a clear process for documenting each prospective teacher's observations and experiences.

##### Required Elements:

- 6.1 Introductory experiences shall include one or more of the following activities: planned observations, instruction or tutoring experiences, and other school based observations or activities that are appropriate for undergraduate students in a subject matter preparation program.
- 6.2 Prospective teachers' early field experiences are substantively linked to the content of coursework in the program.
- 6.3 Fieldwork experiences for all prospective teachers include significant interactions with K-12 students from diverse populations represented in California public schools and cooperation with at least one carefully selected teacher certificated in the discipline of study.
- 6.4 Prospective teachers will have opportunities to reflect on and analyze their early field experiences in relation to course content. These opportunities may include field experience journals, portfolios, and discussions in the subject matter courses, among others.

18.8 Each prospective teacher is primarily responsible for documenting early field experiences. Documentation is reviewed as part of the program requirements.

#### Standard 7: Assessment of Subject Matter Competence

The program uses formative and summative multiple measures to assess the subject matter competence of each candidate. The scope and content of each candidate's assessment is consistent with the content of the subject matter requirements of the program and with institutional standards for program completion.

##### Required Elements:

- 7.1 Assessment within the program includes multiple measures such as student performances, presentations, research projects, portfolios, field experience journals, observations, and interviews as well as oral and written examinations based on criteria established by the institution.
- 7.2 The scope and content of each assessment is congruent with the specifications for the subject matter knowledge and competence as indicated in the content domains of the Commission-adopted subject matter requirement.
- 7.3 End-of-program summative assessment of subject matter competence includes a defined process that incorporates multiple measures for evaluation of performance.

- 7.4 Assessment scope, process, and criteria are clearly delineated and made available to students when they begin the program.
- 7.5 Program faculty regularly evaluate the quality, fairness, and effectiveness of the assessment process, including its consistency with program requirements.
- 7.6 The institution that sponsors the program determines, establishes and implements a standard of minimum scholarship (such as overall GPA, minimum course grade or other assessments) of program completion for prospective single subject teachers.

#### Standard 8: Advisement and Support

The subject matter program includes a system for identifying, advising and retaining prospective Single Subject teachers. This system will comprehensively address the distinct needs and interests of a range of prospective teachers, including resident prospective students, early deciders entering blended programs, groups underrepresented among current teachers, prospective teachers who transfer to the institution, and prospective teachers in career transition.

##### Required Elements:

- 8.1 The institution will develop and implement processes for identifying prospective Single Subject teachers and advising them about all program requirements and career options.
- 8.2 Advisement services will provide prospective teachers with information about their academic progress, including transfer agreements and alternative paths to a teaching credential, and describe the specific qualifications needed for each type of credential, including the teaching assignments it authorizes.
- 8.3 The subject matter program facilitates the transfer of prospective teachers between post-secondary institutions, including community colleges, through effective outreach and advising and the articulation of courses and requirements. The program sponsor works cooperatively with community colleges to ensure that subject matter coursework at feeder campuses is aligned with the relevant portions of the *State-adopted Academic Content Standards for K-12 Students in California Public Schools*.
- 8.4 The institution establishes clear and reasonable criteria and allocates sufficient time and personnel resources to enable qualified personnel to evaluate prospective teachers' previous coursework and/or fieldwork for meeting subject matter requirements.

#### Standard 9: Program Review and Evaluation

The institution implements a comprehensive, ongoing system for periodic review of and improvement to the subject matter program. The ongoing system of review and improvement involves university faculty, community college faculty, student candidates and appropriate public schools personnel involved in beginning teacher preparation and induction. Periodic reviews shall be conducted at intervals not exceeding 5 years.

##### Required Elements:

- 9.1 Each periodic review includes an examination of program goals, design, curriculum, requirements, student success, technology uses, advising services, assessment procedures and program outcomes for prospective teachers.
- 9.2 Each program review examines the quality and effectiveness of collaborative partnerships with secondary schools and community colleges.



- 9.3 The program uses appropriate methods to collect data to assess the subject matter program's strengths, weaknesses and areas that need improvement. Participants in the review include faculty members, current students, recent graduates, education faculty, employers, and appropriate community college and public school personnel.
- 9.4 Program improvements are based on the results of periodic reviews, the inclusion and implications of new knowledge about the subject(s) of study, the identified needs of program students and school districts in the region, and curriculum policies of the State of California.

Standard 10: Coordination

One or more faculty responsible for program planning, implementation and review coordinate the Single Subject Matter Preparation Program. The program sponsor allocates resources to support effective coordination and implementation of all aspects of the program. The coordinator(s) fosters and facilitates ongoing collaboration among academic program faculty, local school personnel, local community colleges and the professional education faculty.

Required Elements:

- 10.1 A program coordinator will be designated from among the academic program faculty.
- 10.2 The program coordinator provides opportunities for collaboration by faculty, students, and appropriate public school personnel in the design and development of and revisions to the program, and communicates program goals to the campus community, other academic partners, school districts and the public.
- 10.3 The institution allocates sufficient time and resources for faculty coordination and staff support for development, implementation and revision of all aspects of the program.
- 10.4 The program provides opportunities for collaboration on curriculum development among program faculty.
- 10.5 University and program faculty cooperate with community colleges to coordinate courses and articulate course requirements for prospective teachers to facilitate transfer to a baccalaureate degree-granting institution.

## Draft Single Subject Program Standards for Art

*These are new draft standards for which the Commission would appreciate your response as indicated on the following survey.*

Standard 11: Artistic Perception  
Standard 12: Creative Expression  
Standard 13: Historical and Cultural Context of the Visual Arts  
Standard 14: Aesthetic Valuing  
Standard 15: Connections, Relationships, and Applications  
Standard 16: History and Theories of Learning in Art  
Standard 17: The Studio and Field Experience  
Standard 18: Core and Breadth of Study  
Standard 19: Depth of Study (Studio Concentrations)

Single Subject Program Standards for Art	11.0 How important are these program characteristics for preparing effective teachers of art?			
Draft Standard 11: Artistic Perception	Essential	Important	Somewhat Important	Not Important
The program requires prospective teachers to understand the foundations of artistic perception at an advanced level of proficiency. Throughout the program, students develop perceptual skills and conceptual knowledge elements of art and principles of design. Candidates respond to the environment and to the formal and expressive qualities in works of visual art and design using visual arts vocabulary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.1 The course work prepares prospective teachers to demonstrate knowledge of and analyze the characteristics and expressive qualities of the elements of art that contribute to meaning in the environment and works of art and design.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.2 The course work prepares prospective teachers to demonstrate knowledge of and analyze the characteristics and expressive qualities of the principles of design that contribute to meaning in the environment and works of art and design.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.3 The course work addresses the interrelationship between the elements of art and principles of design as a visual language used to respond to the environment and works of art and design.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.4 Course work requires candidates to perceive and respond to specific effects found in a multiplicity of forms, media, genres, purposes, and functions using visual arts language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.5 Candidates' responses express complex sensory, emotional and psychological perceptions of works of art and the environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.6 Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective art teachers? <i>(Please fill in Yes or No)</i> <input type="radio"/> Yes <input type="radio"/> No If YES, which would you add?   				

<b>Single Subject Program Standards for Art</b>	<b>12.0 How important are these program characteristics for preparing effective teachers of art?</b>			
<b>Draft Standard 12: Creative Expression</b>	<b>Essential</b>	<b>Important</b>	<b>Somewhat Important</b>	<b>Not Important</b>
The program requires prospective teachers to develop breadth of competence in several areas of art production. Prospective teachers are required to practice art production that reflects individual experiences and that moves them toward advanced levels of proficiency. Candidates demonstrate depth of competence in at least one area of two dimensional, three dimensional, new and emerging art forms, or media art. Prospective teachers are able to develop personal thematic content, individual artistic style, and vision. The program requires candidates to articulate the rationales for their artistic choices.	O	O	O	O
12.1 Candidates are required to take courses that provide for the development and demonstration of competencies in two-dimensional, three-dimensional, new and emerging art forms, and media arts, including applications of appropriate technological tools.	O	O	O	O
12.2 Candidates are required to take course work that develops depth of competence in at least one area of art production.				
12.3 The program prepares prospective art teachers to generate multiple solutions to artistic problems using appropriate tools, techniques and materials to create meaningful original art.	O	O	O	O
12.4 Candidates are expected to possess the ability to develop a variety of original problems and solutions, expressing thematic content and individual artistic style.	O	O	O	O
12.5 Candidates will be able to reflect on their artistic processes and the quality of their work. They will articulate the rationale for their visual choices and artistic concerns.	O	O	O	O
12.6 Candidates should possess technical proficiency in the safe use of appropriate materials, tools, and processes in the production of original art.	O	O	O	O

12.7 Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective art teachers? *(Please fill in Yes or No)*

☐ Yes      ☐ No

If YES, which would you add?

Single Subject Program Standards for Art	13.0 How important are these program elements for preparing effective teachers of art?			
Draft Standard 13: Historical and Cultural Context of the Visual Arts	Essential	Important	Somewhat Important	Not Important
The program provides a broad and deep conceptual knowledge of the history and diversity of art and the roles and forms of the visual arts in societies, past and present. The program requires all prospective art teachers to demonstrate understanding of about the role of art in reflecting, recording and shaping history. Candidates analyze the artwork of cultures as reflecting the shared values, attitudes and beliefs of diverse groups of people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.1 Course work will enable the candidates to demonstrate knowledge of how visual art communicates, documents, expresses emotion and shares experiences. Prospective teachers will analyze the purposes of art and understand the role of the arts within both local and global communities throughout history.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.2 The program requires prospective teachers identify, recognize and analyze artworks and artists from various times, places and cultures. The program requires candidates to compare and contrast artwork within, across, and between cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.3 The program requires candidates to demonstrate knowledge of how technology of various time periods influenced the form of artworks during those times.				
13.4 The program requires candidates to demonstrate an ability to analyze artwork that influences as well as reflects the society in which it was created.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.5 Candidates are required to investigate the cultural contributions of various native, immigrant and underrepresented groups in the art of the United States.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.6 Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective art teachers? <i>(Please fill in Yes or No)</i> <input type="radio"/> Yes <input type="radio"/> No If YES, which would you add?				

Single Subject Program Standards for Art	14.0 How important are these program elements for preparing effective teachers of music?			
Draft Standard 14: Aesthetic Valuing	Essential	Important	Somewhat Important	Not Important
The course work relates artistic perception to aesthetic concepts to gain a foundation for aesthetic valuing and criticism. Candidates demonstrate the ability to respond to works of art, enabling them to understand the power and nature of the aesthetic experience. Candidates demonstrate the ability to make and justify critical judgments about the quality and success of their own work and the work of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.1 The program provides course work that clarifies the relationship between the artmaker, the artwork and the viewer. Candidates will analyze intentions and motivations of the art maker, derive meaning and articulate how form, content and cultural context influence the making of art.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.2 Candidates will use elements of art and principles of design, aesthetic theories, art criticism models and critical evaluation to assess their own work and the work of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.3 The program requires candidates to make informed judgments through analyzing, interpreting and critiquing works of art representing a wide diversity of forms, media, purposes and functions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.9 Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective art teachers? <i>(Please fill in Yes or No)</i> <input type="radio"/> Yes <input type="radio"/> No If YES, which would you add?				

Single Subject Program Standards for Art	15.0 How important are these program elements for preparing effective teachers of art?			
Draft Standard 15: Connections, Relationships and Applications	Essential	Important	Somewhat Important	Not Important
<p>The program provides connections between visual art and performing arts, other academic subjects and the world at large. Prospective teachers will apply what they have learned in the visual arts to other subject areas. Through course work including visual literacy, students discover, appreciate and value contributions of the visual arts to culture, society and the economy in today's world. Candidates experience the role of art in lifelong learning and are exposed to a wide range of careers in the visual arts. Candidates relate art processes to the skills needed for lifelong learning and career development.</p>	O	O	O	O
15.1 Course work will develop candidates understanding of common concepts, areas of concern and methods of inquiry found between arts and other major subject areas. It will also address fundamental values inherent in the connected disciplines and include study and application of basic concepts, principles and nomenclatures.	O	O	O	O
15.2 Course work develops competency in visual literacy that includes the ability to transform thoughts and information into images and construct meaning from the visual image.	O	O	O	O
15.3 Course work requires candidates to learn about careers in and related to the visual arts.	O	O	O	O
15.4 Course work requires candidates to demonstrate skills, such as problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills.	O	O	O	O
15.5 Candidates utilize the functions and applications of art in a variety of contexts (i.e., entertainment, technological, social, therapeutic, and commercial product design.	O	O	O	O
<p>15.6 Are there any critical characteristics of program quality that are missing from the above standard that are needed in order to provide a program that will prepare effective art teachers? <i>(Please fill in Yes or No)</i>  <input type="radio"/> Yes      <input type="radio"/> No            If YES, which would you add?</p>				



Single Subject Program Standards for Art	16.0 How important are these program elements for preparing effective teachers of art?			
Draft Standard 16: History and Theories of Learning in Art	Essential	Important	Somewhat Important	Not Important
The program provides a comprehensive knowledge of the history and theories of art education and the role of the arts in human development. Candidates will consider diverse perspectives in art education which emphasize the influence of the linguistic and cultural backgrounds and learning styles and developmental levels of art learners.	○	○	○	○
16.1 Through course work and field work, candidates learn about the role of the visual arts in human development.	○	○	○	○
16.2 Through course work and field work, candidates learn how culture, ethnicity, language and the arts affect the ways people respond to ideas and visual information.	○	○	○	○
16.3 Candidates in the program analyze and discuss the history, philosophies and theories that underlie the learning of art.	○	○	○	○
16.4 Candidates gain knowledge of characteristics of learning styles of learners in diverse cultures.	○	○	○	○
16.5 Course work requires candidates to demonstrate understanding of the different developmental levels of visual art learners.	○	○	○	○
16.6 The program addresses equity and access issues in related to gender, age, culture, economics, politics, and other factors.	○	○	○	○
<p>16.7 Are there any necessary characteristics of program quality that are missing from the above standard that are needed in order to provide a program that will prepare effective art teachers? <i>(Please fill in Yes or No)</i></p> <p>○ Yes      ○ No</p> <p>If YES, which would you add?</p>				

Single Subject Program Standards for Art	17.0 How important are these program elements for preparing effective teachers of art?			
Draft Standard 17: The Studio and Field Experience	Essential	Important	Somewhat Important	Not Important
The program requires candidates to experience visual arts under actual and simulated circumstances. Students in the program experience art in actual settings, developing materials to promote entry into a visual arts field, The program develops in candidates habits of responsibility for the maintenance and care/safety of a studio space. Candidates are required to experience art in a real world setting beyond the classroom.	O	O	O	O
17.1 Candidates interact within a community in administering art activities (e.g., community murals, public school programs, arts administration, etc.).	O	O	O	O
17.2 Candidates visit art venues and businesses (e.g., galleries, museums, architecture firms, etc.) on a continual basis in the program.	O	O	O	O
17.3 Candidates use current technology in the studio to plan, produce, document and manage art work.	O	O	O	O
17.4 Candidates organize materials and equipment in a productive and safe manner.	O	O	O	O
17.5 Candidates assemble a representative portfolio of work for purposes of self-assessment and professional development.	O	O	O	O
<p>17.6 Are there any necessary characteristics of program quality that are missing from the above standard that are needed in order to provide a program that will prepare effective art teachers? <i>(Please fill in Yes or No)</i></p> <p>O Yes      O No</p> <p>If YES, which would you add?</p>				

Single Subject Program Standards for Art	18.0 How important are these program elements for preparing effective teachers of art?			
Draft Standard 18: Core and Breadth of Study	Essential	Important	Somewhat Important	Not Important
The subject matter preparation for prospective teachers is academically rigorous, creatively challenging, and intellectually stimulating. The institution assigns high priority to and appropriately supports the program as an essential part of its mission. The program curriculum reflects and builds on the State-adopted <u>Visual Arts Content Standards for California Public Schools: Kindergarten Through Grade Twelve</u> (2001) and <u>Visual and Performing Arts Framework for California Public Schools: Kindergarten Through Grade Twelve</u> (2004). The program is designed to establish a strong foundation in subject matter knowledge and understanding that provides a basis for continued development throughout the teachers' professional career.	O	O	O	O
18.1 Courses in the program make appropriate connections to the major strands of the state framework and content standards.	O	O	O	O
18.2 The core program provides broad foundational studies in the six domains of the Art Subject Matter Requirements.	O	O	O	O
18.3 The program requires candidates to apply elements of art and principles of design in the development of perceptual and analytical skills.	O	O	O	O
18.4 The core course work leads to the production of two dimensional, three dimensional, new and emerging art forms, and media arts using appropriate technology that demonstrates a breadth of technical proficiency in each area.	O	O	O	O
18.5 The program provides preparation in art history (Western and non-Western cultures and perspectives, American, California, post-World War II), both integrated and discrete.	O	O	O	O
18.6 The program integrates current and emergent models of art criticism in the curriculum and requires candidates to apply these models to artworks.	O	O	O	O
18.7 Candidates develop visual literacy that enables them to make connections among the roles and functions of art, other disciplines, and the world beyond.	O	O	O	O
18.8 The program requires candidates to demonstrate a comprehensive understanding of art in human development and the history and theories of learning in art.	O	O	O	O

<p>18.9 Are there any necessary characteristics of program quality that are missing from the above standard that are needed in order to provide a program that will prepare effective art teachers? <i>(Please fill in Yes or No)</i></p> <p><input type="radio"/> Yes      <input type="radio"/> No</p> <p>If YES, which would you add?</p>				
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Single Subject Program Standards for Art	19.0 How important are these program elements for preparing effective teachers of art?			
Draft Standard 19: Depth of Study (Studio Concentrations)	Essential	Important	Somewhat Important	Not Important
The program includes course work to supplement the core and prepare prospective teachers in a range of subjects included in the state-adopted <u>Visual and Performing Arts Framework for California Public Schools: Kindergarten Through Grade Twelve</u> (2004) and content standards. Candidates are required to specialize in one or more studio content areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.1 The program requires candidates to develop higher level proficiencies within a single, specific studio concentration with intermediate and advanced studies at the university level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.2 The subject matter program provides advising to assist candidates in developing a professional focus for their program of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.3 Candidates demonstrate their depth of study through a professional portfolio that measures progress over time; reflects quality of work; expresses informed judgment and critical decision-making; and defines their breadth of technical, conceptual, perceptual, and expressive abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.4 Candidates document, describe, analyze and reflect upon their art experiences (e.g., journals, critical essays, written research, artists statements) to demonstrate depth of understanding in the discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.5 Are there any necessary characteristics of program quality that are missing from the above standard that are needed in order to provide a program that will prepare effective art teachers? <i>(Please fill in Yes or No)</i> <input type="radio"/> Yes <input type="radio"/> No If YES, which would you add?				

## Single Subject Program Standards for Art

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### Overall Program Standards

Please judge the extent to which the full set of subject matter program standards described in this survey encompass the program elements that are necessary to prepare an effective art teacher by answering the questions below.

If you think the full set of program standards cover all of the critical program elements that are necessary to prepare effective art teachers, write 100 in the space provided in Question a. If you think the program standards cover **none** of the program elements that are necessary to prepare an effective art teacher, write 0 in the space provided. If you think the program standards cover **some, but not all**, of the program elements, write a number from 1 to 99 to reflect the proportion of the single subject program in art that *are covered* by these program standards.

**a.** Taken **as a whole**, what percentage of the program elements needed to prepare effective art teachers is covered by **the full set** of program standards?

**b.** If less than 100% in Question a, please identify any critical program elements that are missing from the program standards.  
*(It is not necessary to repeat missing elements you mentioned in previous responses.)*

